USNA Proportional Outcomes Study
SLT Brief
March 19, 2013
CAPT (b) (6)

Equity Study and Assessment Committee (ESAC)

Purpose
- to assess the equity of access and achievement of various midshipmen demographic sub-groups from multiple perspectives
- to recommend policies and procedures to address identified disparities in outcomes

Context
- Over the 47-month USNA Program
- Equity is about **Opportunity** and **Outcomes**

Equity Perspectives

- Graduation Rates/Retention and Attrition
- Academic Excellence
- Professional Excellence
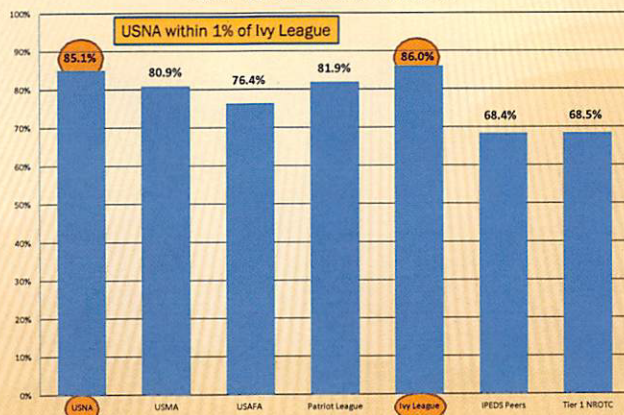- Physical Mission
- Institutional Receptivity

Graduation Rates and Attrition Baseline

- Comparison Groups
  - West Point, Air Force Academy
  - Patriot League
  - Ivy League Schools and Stanford
  - Integrated Postsecondary Education System (IPEDS) Comparison Group (48 institutions)
  - Tier 1 NROTC Units (27 institutions)

- Demographics
  - Gender
  - Race and Ethnic Categories
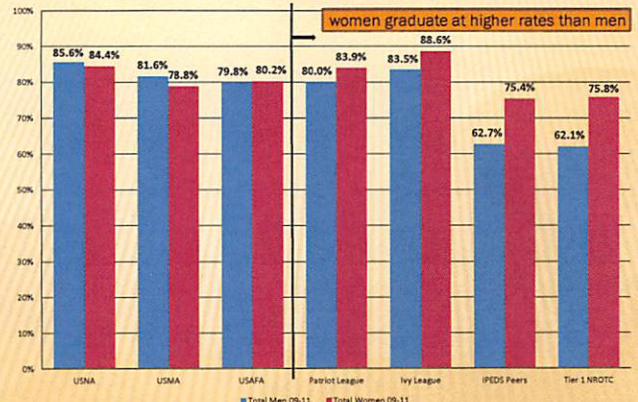 - Admissions Feeder Source (Direct, NAPS)
  - Varsity Athletics

USNA compared to Peers
Total 4 Year Graduation Rates 2009-11

USNA within 1% of Ivy League

USNA 85.1%, USMA 80.9%, USAFA 76.4%, Patriot League 81.9%, Ivy League 86.0%, IPEDS Peers 68.4%, Tier 1 NROTC 68.5%

USNA compared to Peers
4 Year Graduation Rates 2009-11 by Gender

women graduate at higher rates than men

USNA 85.6% / 84.4%, USMA 81.6% / 78.8%, USAFA 79.8% / 80.2%, Patriot League 80.0% / 83.9%, Ivy League 83.5% / 88.6%, IPEDS Peers 62.7% / 75.4%, Tier 1 NROTC 62.1% / 75.8%

Total Men 09-11   Total Women 09-11

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USNA compared to Peers
4 Year Graduation Rates 2009-11 by Race and Ethnicity

7.2% Delta

Group	Total White non Hispanic 09-11	Total OREG 09-11
USNA	86.9%	79.7%
USMA	81.0%	81.1%
USAFA	81.8%	78.7%
Patriot League	84.0%	82.1%
Ivy League	87.4%	86.0%
IPEDS Peers	68.5%	68.2%
Tier 1 NROTC	68.4%	68.2%

Slide 8

Historical Enrollment by Class

Male-1211 (94%) M-917 (76%)
Female-81 (6%) F-294 (24%)

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Graduation Rates by Gender

Trajectory: women graduation rates similar to men since 2008

M-76% (894)
M-73% (874) 1991
F-89% (207) 2009
M-88% (888)
F-86% (223)
Convergence (85%) M- 841 F-216 2008
F-58% (53) 1983
F - 68% (55)

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Proportional Outcomes Index (POI): An index of 1.0 means proportional representation (i.e. "equity") for the educational outcome being analyzed (e.g. graduation completion) **does exist** for targeted group **in comparison** to the overall population.

Gender Graduation Outcomes

	Classes 2008 - 2012				POI (Graduation) = %Grad Total / %Enrollment Total		
Gender	#Grad Total	#Enrolled (I-Day) Total	#Separated Total	Grad Rate	%Enroll	%Grad Total	POI
Female	1077	1271	193	84.7%	20.6%	20.4%	0.99
Male	4209	4891	682	86.1%	79.4%	79.6%	1.00
Total	5286	6162	875	85.8%	100.0%		

Trajectory: Graduation Rates of women have increased over time in percentage and absolute total number. From 2008 – 2012, women graduated at rates on par and equitable with men.
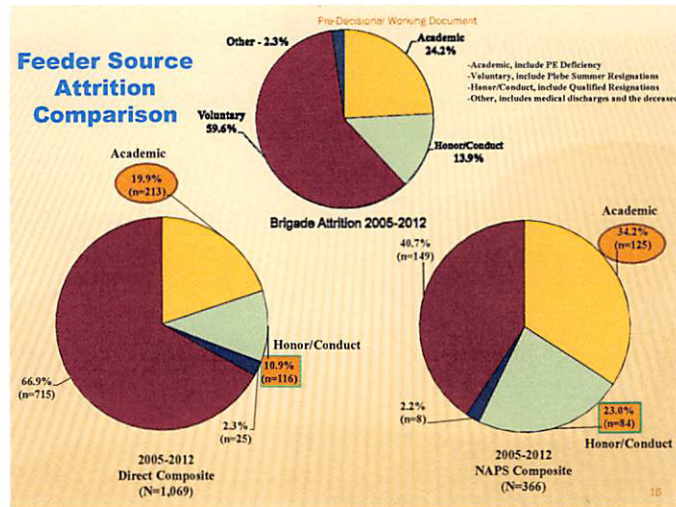
Slide 11

Proportional Outcomes Index (POI): An index of 1.0 means **proportional representation** (i.e. "equity") for the educational outcome being analyzed (e.g. graduation completion) **does exist** for targeted group in comparison to the overall population.

Race/Ethnicity Graduation Rates Categories	Classes 2009-2012				POI (Graduation) = %Grad Total / %Enrollment Total		
	#Grad Total	#Enrolled (I-Day) Total	#Separated Total	Grad Rate	%Enroll	%Grad Total	POI
Other Race/Ethnic Groups (OREG)	949	1169	220	81.2%	23.7%	22.4%	0.95
White	3199	3665	466	87.3%	74.4%	75.6%	1.02
Decline to Respond	37	44	7	84.1%	0.9%	0.9%	0.98
International	44	47	3	93.6%	1.0%	1.0%	1.09
Total	4229	4925	696	85.9%	100.0%		
OREG Composition				Grad Rate	%Enroll	%Grad Total	POI
African American	158	219	61	72.1%	4.4%	3.7%	0.84
Asian	119	141	22	84.4%	2.9%	2.8%	0.98
Hispanic	431	517	86	83.4%	10.5%	10.2%	0.97
Multi-Races	197	239	42	82.4%	4.9%	4.7%	0.96
Native American	21	28	7	75.0%	0.57%	0.5%	0.87
Native Hawaiian/ Pacific Islander	23	25	2	92.0%	0.51%	0.5%	1.07

POI disparities

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2005-2012 Percent of Total Attritions by Category (N=1,537)

Other
Voluntary
Honor/Conduct
Academic

Year	2005	2006	2007	2008	2009	2010	2011	2012
n	(n=261)	(n=224)	(n=178)	(n=183)	(n=163)	(n=192)	(n=183)	(n=153)

■ Other   ■ Voluntary Attritions   □ Honor/Conduct Attritions   □ Academic Attritions

Data as of 15-OCT-2012. Academic Attritions include PE Deficiency, Voluntary Attritions include Plebe Summer resignations, Honor/Conduct Attritions include those who were Qualified Resignations, and Other includes medical discharges and the deceased.

Brigade Attrition 2005-2012

Other - 2.3%

Academic Attritions 24.2%

Voluntary Attritions 59.6%

Honor/Conduct 13.9%

2005-2012 Brigade Composite of Attritions by Category (Total = 1,537 Midshipmen)

Data as of 15-OCY-2012
(1) Academic Attritions include PE Deficiency,
(2) Voluntary Attritions include Plebe Summer resignations,
(3) Honor/Conduct Attritions include those who were Qualified Resignations,
(4) Other includes medical discharges and the deceased.

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Other - 2.3%

Academic 24.2%

Voluntary 59.6%

Honor/Conduct 13.9%

-Academic, include PE Deficiency
-Voluntary, include Plebe Summer Resignations
-Honor/Conduct, include Qualified Resignations
-Other, includes medical discharges and the deceased

Gender Attrition Comparison

Brigade Attrition 2005-2012

26.9% (n=327)

14.0% (n=45)

9.6% (n=31)

15.1% (n=183)

2.5% (n=8)

Voluntary 55.8% (n=678)

2.2% (n=27)

Voluntary 73.9% (n=238)

2005-2012 Male Composite (N=1,215)

2005-2012 Female Composite (N=322)

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Race/Ethnicity Attrition Comparison

Other - 2.3%

Academic 24.2%

Voluntary 59.6%

Honor/Conduct 13.9%

-Academic, include PE Deficiency
-Voluntary, include Plebe Summer Resignations
-Honor/Conduct, include Qualified Resignations
-Other, includes medical discharges and the deceased

Brigade Attrition 2005-2012

Academic 20.1% (n=215)

Academic 33.4% (n=157)

12.1% (n=129)

46.8% (n=220)

2.5% (n=27)

18.1% (n=85)

65.2% (n=696)

1.7% (n=8)

2005-2012 White Composite (N=1,067)

2005-2012 Other Race/Ethnic Groups Composite (N=470)

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Feeder Source Attrition Comparison

Other - 2.3%

Academic 24.2%

Voluntary 59.6%

Honor/Conduct 13.9%

-Academic, include PE Deficiency
-Voluntary, include Plebe Summer Resignations
-Honor/Conduct, include Qualified Resignations
-Other, includes medical discharges and the deceased

Brigade Attrition 2005-2012

Academic 19.9% (n=213)

Academic 34.2% (n=125)

40.7% (n=149)

Honor/Conduct 10.9% (n=116)

66.9% (n=715)

2.3% (n=25)

2.2% (n=8)

23.0% (n=84)

Honor/Conduct

2005-2012 Direct Composite (N=1,069)

2005-2012 NAPS Composite (N=366)

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Coded Athletes Attrition Comparison

Other - 2.3%

Academic 24.2%

Voluntary 59.6%

Honor/Conduct 13.9%

-Academic, include PE Deficiency
-Voluntary, include Plebe Summer Resignations
-Honor/Conduct, include Qualified Resignations
-Other, includes medical discharges and the deceased

Brigade Attrition 2005-2012

22.1% (n=100)

25.1% (n=272)

similar profiles

15.0% (n=68)

13.5% (n=146)

60.7% (n=275)

2.2% (n=10)

59.1% (n=641)

2.3% (n=25)

2005-2012 Coded Athlete Status Composite (N=453)

2005-2012 Non-Coded Athlete Status Composite (N=1,067)

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(b) (5)

Questions?

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USNA Proportional Outcomes Study
SLT Deep Dive

CAPT Pat L. Williams, Ph.D., PHR
Chief Diversity Officer, U.S. Naval Academy
http://www.usna.edu/Diversity

17 Nov 15

Slide 2

Equity Study and Assessment Committee (ESAC)

Purpose

- To assess the equity of **access and achievement** of various midshipmen demographic sub-groups from multiple perspectives
- To recommend policies and procedures to address identified disparities in outcomes

Context

- Over the 47-month USNA Program
- Equity is about **Opportunity** and **Outcomes**

Slide 3

What is Equity?

- **Equity**
  - The proportion of a midshipmen-group in the general population *in comparison to* the proportion of this same midshipmen-group in the target population.

  - ➤ **Example**
    - If the proportion of females in a class at **entry** (I-Day) is 20% and the proportion of females in that class at **graduation** is 20%, then there is equity.

- Data is disaggregated by race / ethnicity (& gender).

- Equity is inextricably linked to delivery of mission to develop, morally, mentally, and physically, ethical leaders of character & consequence.

Slide 4

USNA compared to Peers — Total 4 Year Graduation Rates 2009-11
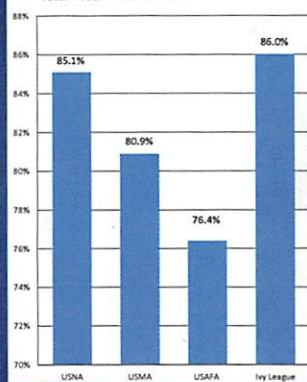
USNA compared to Peers — Total 4 Year Graduation Rates 2012-13
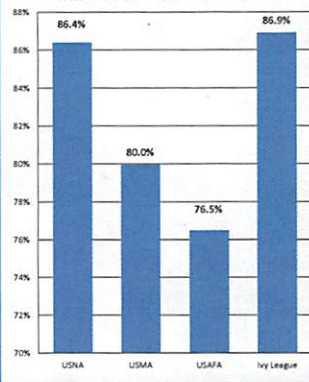
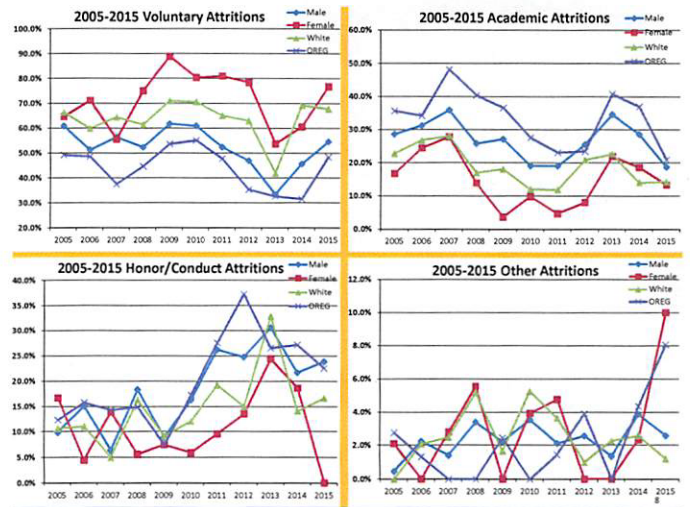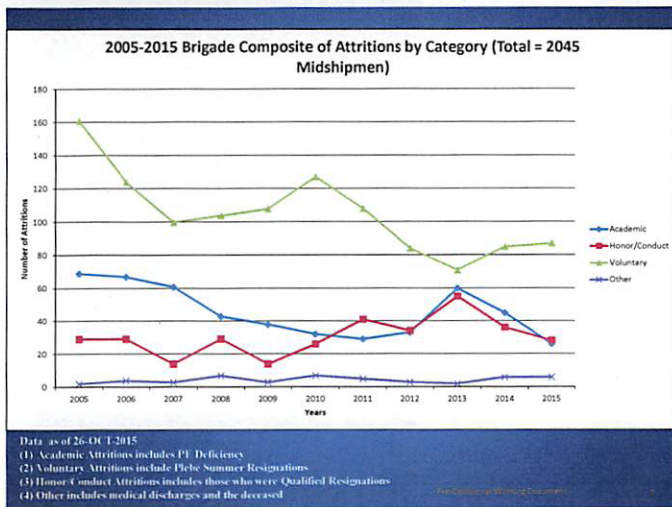**Competitive Graduation Rates!**

Slide 5

Proportional Outcomes Index (POI): An index of 1.0 means <u>proportional representation</u> (i.e., "equity") for the educational outcome being analyzed (e.g., graduation completion) <u>does exist</u> for targeted group **in comparison** to the overall population.

Gender Graduation Outcomes

Classes 2009 - 2012				Classes 2013 - 2015			
POI (Graduation) = %Grad Total / %Enrollment Total				POI (Graduation) = %Grad Total / %Enrollment Total			
Categories	%Enroll	%Grad Total	POI	Categories	%Enroll	%Grad Total	POI
Female	20.7%	20.4%	0.99	Female	20.2%	19.8%	0.98
Male	79.3%	79.6%	1.00	Male	79.8%	80.2%	1.00

Trajectory: Despite a slight disparity in the proportional outcomes index, the graduation rates of women have increased over time in percentage and absolute total number. From 2009 – 2015, women graduated at rates on par and equitable with men.

Slide 6

Proportional Outcomes Index (POI): An index of 1.0 means <u>proportional representation</u> (i.e., "equity") for the educational outcome being analyzed (e.g., graduation completion) <u>does exist</u> for targeted group in comparison to the overall population.
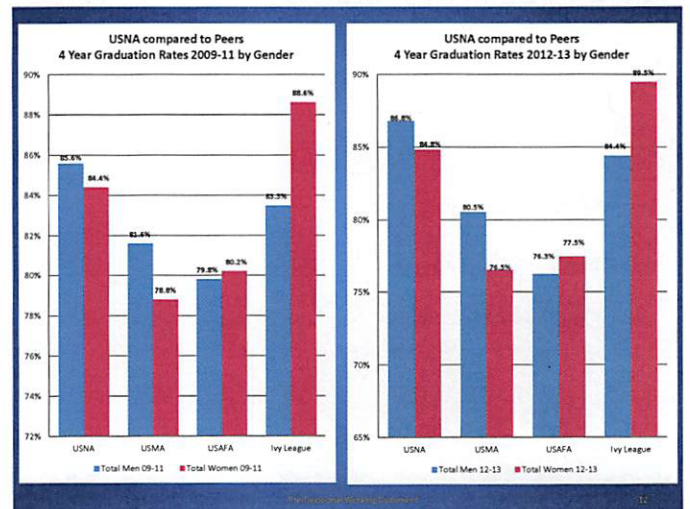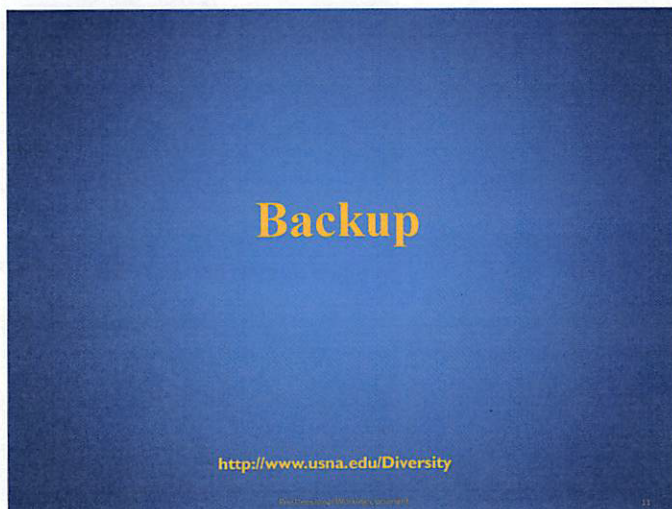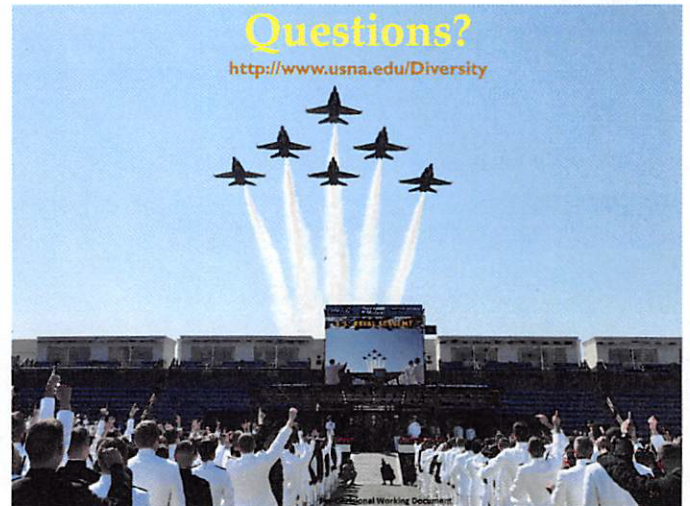
Race/Ethnicity Graduation Rates

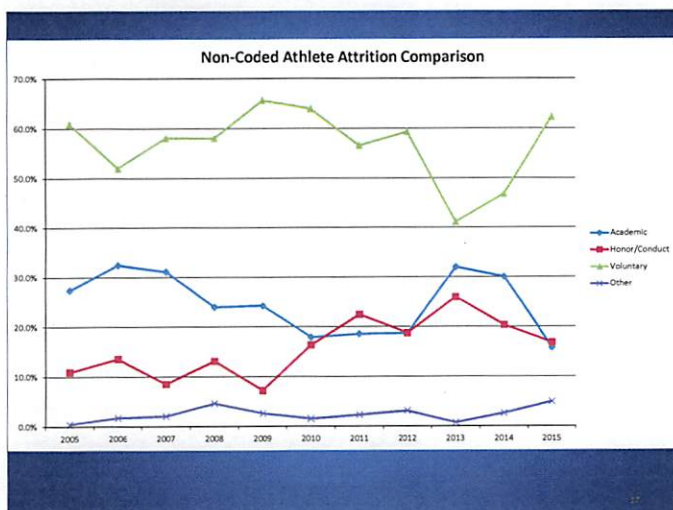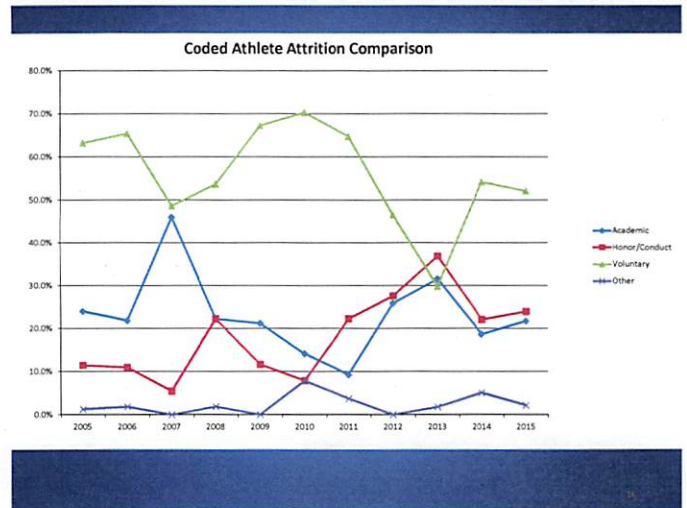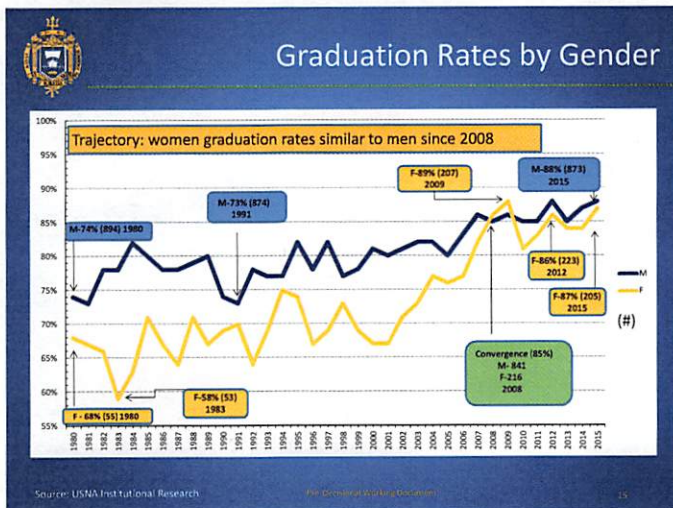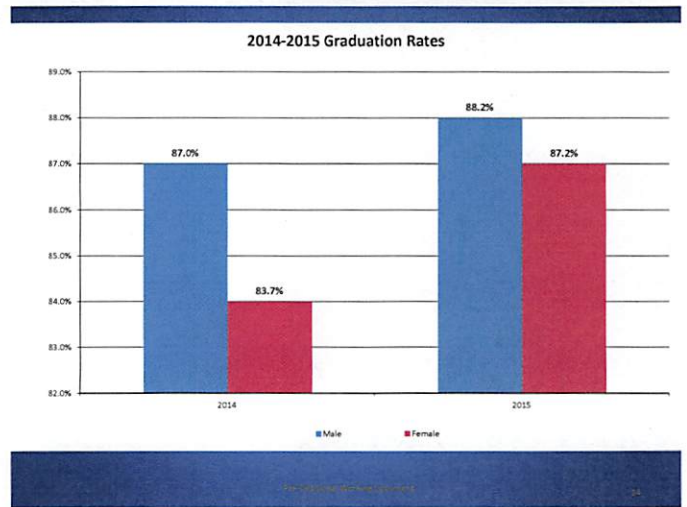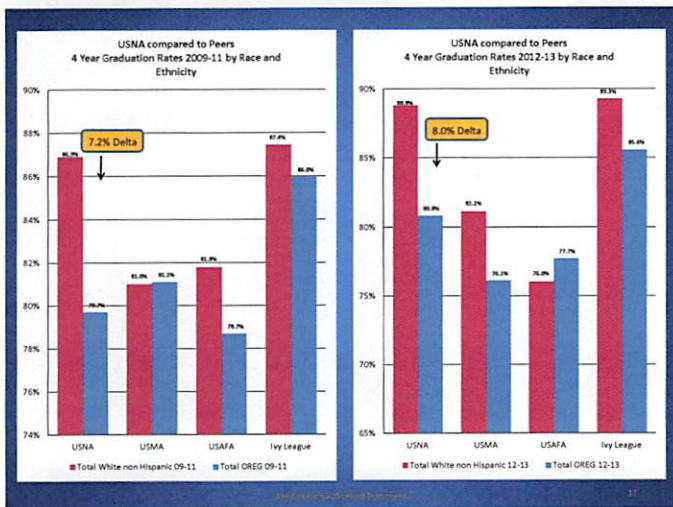| Classes 2009-2012				Classes 2013-2015			
Categories	%Enroll	%Grad Total	POI	Categories	%Enroll	%Grad Total	POI
Other Race/Ethnic Groups (OREG)	23.7%	22.4%	0.95	Other Race/Ethnic Groups (OREG)	35.0%	12.6%	0.91
White	74.4%	75.6%	1.02	White	65.0%	67.4%	1.04
OREG Composition	**%Enroll**	**%Grad Total**	**POI**	**OREG Composition**	**%Enroll**	**%Grad Total**	**POI**
African American	4.4%	3.7%	0.84	African American	7.9%	6.6%	0.84
Asian	2.9%	2.8%	0.98	Asian	4.7%	4.8%	1.02
Hispanic	10.5%	10.2%	0.97	Hispanic	11.6%	12.6%	0.93
Multi-Races	4.9%	4.7%	0.96	Multi-Races	8.1%	7.5%	0.93

The gap in the proportional outcomes index widened between Whites and OREG from 2013-15. The largest disparity noticed is for African Americans.

2005-2015 Brigade Composite of Attritions by Category (Total = 2045 Midshipmen)

Number of Attrition

Years

- Academic
- Honor/Conduct
- Voluntary
- Other

Data as of 26-OCT-2015
(1) Academic Attritions includes PE Deficiency
(2) Voluntary Attritions include Plebe Summer Resignations
(3) Honor/Conduct Attritions includes those who were Qualified Resignations
(4) Other includes medical discharges and the deceased

2005-2015 Voluntary Attritions
- Male
- Female
- White
- OREG

2005-2015 Academic Attritions
- Male
- Female
- White
- OREG

2005-2015 Honor/Conduct Attritions
- Male
- Female
- White
- OREG

2005-2015 Other Attritions
- Male
- Female
- White
- OREG

Questions?

http://www.usna.edu/Diversity

Backup

http://www.usna.edu/Diversity

USNA compared to Peers
4 Year Graduation Rates 2009-11 by Gender

- Total Men 09-11
- Total Women 09-11

USNA: 85.6%, 84.4%
USMA: 81.6%, 78.8%
USAFA: 79.8%, 80.2%
Ivy League: 83.3%, 88.6%

USNA compared to Peers
4 Year Graduation Rates 2012-13 by Gender

- Total Men 12-13
- Total Women 12-13

USNA: 86.8%, 84.8%
USMA: 80.5%, 76.2%
USAFA: 76.3%, 77.5%
Ivy League: 84.4%, 89.5%

USNA compared to Peers
4 Year Graduation Rates 2009-11 by Race and Ethnicity

7.2% Delta

USNA   USMA   USAFA   Ivy League

Total White non Hispanic 09-11   Total OREG 09-11

USNA compared to Peers
4 Year Graduation Rates 2012-13 by Race and Ethnicity

8.0% Delta

USNA   USMA   USAFA   Ivy League

Total White non Hispanic 12-13   Total OREG 12-13

2014-2015 Graduation Rates

87.0%   83.7%   88.2%   87.2%

2014   2015

Male   Female

Graduation Rates by Gender

Trajectory: women graduation rates similar to men since 2008

M-74% (894) 1980

M-73% (874) 1991

F-89% (207) 2009

M-88% (873) 2015

F-86% (223) 2012

F-87% (205) 2015

(#)

Convergence (85%)
M- 841
F-216
2008

F-58% (53) 1983

F - 68% (55) 1980

M
F

Source: USNA Institutional Research

Coded Athlete Attrition Comparison

2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015

Academic
Honor/Conduct
Voluntary
Other

Non-Coded Athlete Attrition Comparison

2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015

Academic
Honor/Conduct
Voluntary
Other

Slide 1

**Academy Effectiveness Board
USNA Post-Commissioning Committee**

Schoolhouse Performance Study
USNA Classes 2001-2011

Pre-Decisional Working Document
May 2012

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Slide 2

AEB Phase III Charter
(Post-Commissioning Projects)

- Fleet/Schoolhouse Feedback study
  - "Assess USNA graduates performance from follow-on warfare commands, develop a <u>data gathering process</u> for determining relative success of USNA graduates. Collect and evaluate attributes desired by follow on commands. "

- This study seeks answers to two primary questions
  1) How do USNA graduates perform at the initial schoolhouses?
  2) How do they perform relative to those from other commissioning sources?

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Slide 3

Post-Commissioning Assessment Process

- Team Composed of
  - 3 Principles under ProDev: CDR (b)   LCDR (b) (6)   and LT (b) (6)
  - Supported by IR for data analysis
- Superintendent initiated data request from initial service schools (CNATRA, SWOS, NPS, TBS)
- Information limited to what schools tracked
  - Not all schools track the same information
  - Affected by changes in curriculum and gaps in data over time
- Over 31,000 records reviewed from CNATRA, TBS and NPS
  - SWOS data received but not used. SWO accessions fleet survey is in progress with results due back 1 June.

Data collection efforts are being institutionalized to ensure continued access and permit regular updates to initial data set

3

Slide 4

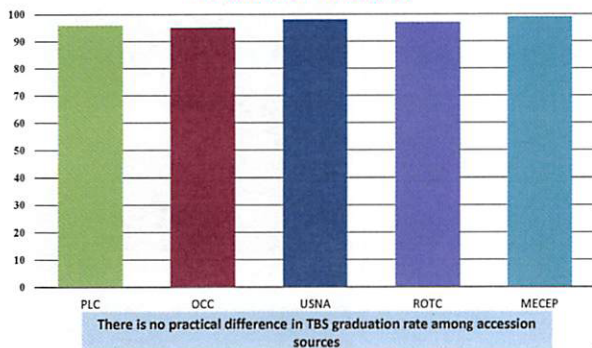### *Commissioning Source Comparison*
USNA Contributions (%)

USMC
13,858 Records reviewed (1967 USNA)

Aviation
10,715 Records reviewed (2,859 USNA)

Nuclear Power School
7,102 Records reviewed (2,218 USNA)

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Slide 5

The Basic School (TBS)
Commissioning Source Performance
Graduation Rate (%)

There is no practical difference in TBS graduation rate among accession sources

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Slide 6

TBS Performance by Quartile and
Commissioning Source(%)

|	PLC	OCC	USNA	ROTC	MECEP
Bottom 25%	27	33	17	20	13
26-50%	27	26	26	23	18
51-75%	25	23	27	28	23
Top 25%	21	18	30	29	47
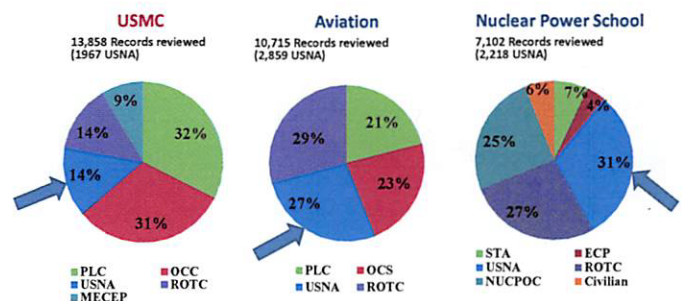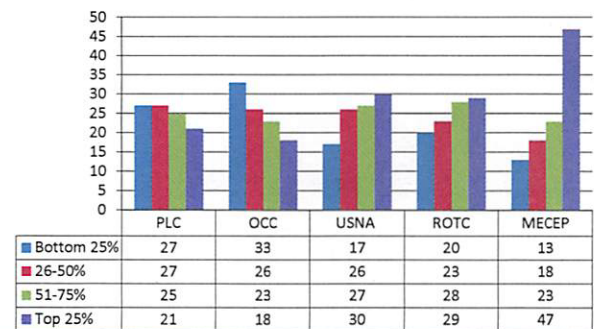
USNA graduates are performing at or above the level of their peers from similar accession sources.

6

Flight School
Commissioning Source Performance
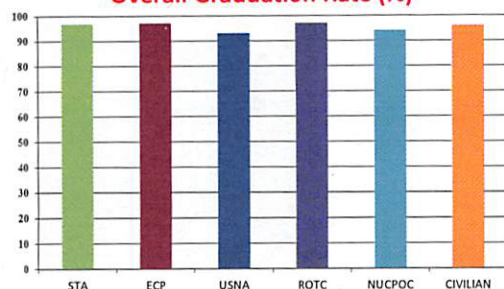### Overall Graduation Rate (%)
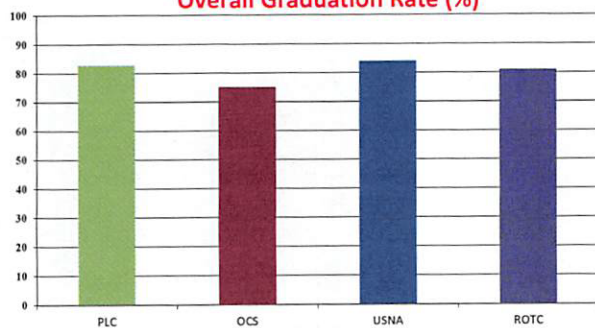
There is no practical difference overall graduation rate among accession sources

7

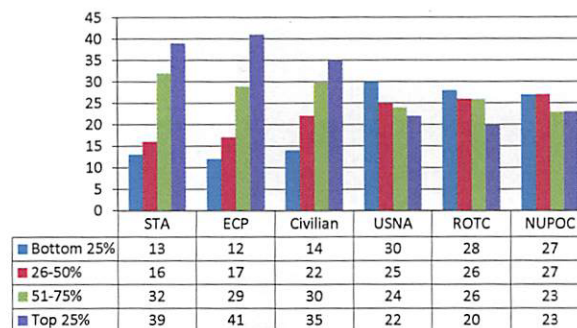## Primary Phase Flight Performance by Quartile and Commissioning Source(%)
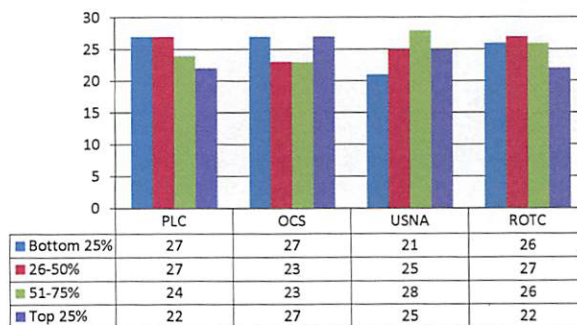
	PLC	OCS	USNA	ROTC
Bottom 25%	27	27	21	26
26-50%	27	23	25	27
51-75%	24	23	28	26
Top 25%	22	27	25	22

USNA graduates are performing at or above the level of their peers from similar accession sources in Primary Phase Flight scores.

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Nuclear Power School
Commissioning Source Performance
Overall Graduation Rate (%)

There is no practical difference in NPS graduation rate among accession sources

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NPS Performance by Graduation Quartile by Commissioning Source(%)

	STA	ECP	Civilian	USNA	ROTC	NUPOC
Bottom 25%	13	12	14	30	28	27
26-50%	16	17	22	25	26	27
51-75%	32	29	30	24	26	23
Top 25%	39	41	35	22	20	23

USNA, ROTC, NUPOC make up 82% of the students at NPS. USNA is the only source providing a significant number of non-STEM majors
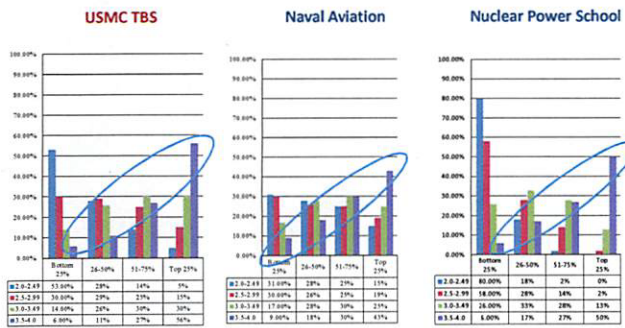
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General Study Impressions

- Data validates that there are only small differences between the performance of newly commissioned officers regardless of the commissioning source

- USNA Grads are performing on par or above peers from other commissioning sources

11

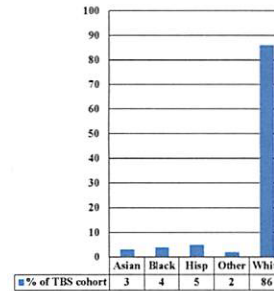(b) (5)

Performance by Academic QPR

USMC TBS　　　　**Naval Aviation**　　　　**Nuclear Power School**

	Bottom 25%	26-50%	51-75%	Top 25%
■2.0-2.49	53.00%	28%	14%	5%
■2.5-2.99	30.00%	29%	25%	15%
■3.0-3.49	14.00%	26%	30%	30%
■3.5-4.0	6.00%	11%	27%	56%

	Bottom 25%	26-50%	51-75%	Top 25%
■2.0-2.49	31.00%	28%	25%	15%
■2.5-2.99	30.00%	26%	25%	19%
■3.0-3.49	17.00%	28%	30%	25%
■3.5-4.0	9.00%	18%	30%	43%

	Bottom 25%	26-50%	51-75%	Top 25%
■2.0-2.49	80.00%	18%	2%	0%
■2.5-2.99	18.00%	28%	34%	2%
■3.0-3.49	26.00%	33%	28%	13%
■3.5-4.0	1.00%	17%	27%	50%

Strong Academic QPR generally means good performance across the board

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USNA Grad Performance at TBS
by ethnicity

Demographics　　　　**Performance**

	Asian	Black	Hisp	Other	White
■% of TBS cohort	3	4	5	2	86

USNA graduates Classes of 2002-2011

% of group in quartile

	Asian	Black	Hispanic	Other	White
■Bottom 25%	29	62	46	47	21
■26%-50%	18	26	23	21	25
■51%-75%	35	9	16	16	26
■Top 25%	18	3	16	16	27
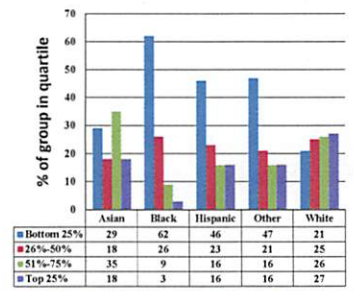
Minorities appear to struggle at TBS in overall performance. This is true for all accession sources.

(b) (5)

Questions?

16

Slide 1

Academy Effectiveness Board Review

2015 Graduate Effectiveness Survey

July 2015

Slide 2

Graduate Effectiveness survey supports USNA Strategic Plan 2020

2020 Vision: To be the nation's premier institution **for developing future naval leaders** from diverse backgrounds to serve in an increasingly interdependent and dynamic world.

Strategic Imperatives

1. Recruit, admit and graduate a diverse and talented Brigade of Midshipmen.

2. Graduate officers whose attributes and educational and experiential preparation meet the Navy and Marine Corps' current and future requirements.

3. Attract, develop, and retain faculty, staff and coaches who model the highest professional standards and who educate, enrich and inspire a diverse and talented Brigade.

4. Align all midshipmen's moral, mental, and physical core experiences to prepare them for future service in any naval warfare community.

5. Integrate ethical leadership and character development efforts across all academic, professional, athletic and extracurricular programs.

6. Leverage internal and external collaborations to engage midshipmen in relevant learning opportunities that develop the broad range of competencies required by the 21st century Naval Service.

7. Establish and maintain state-of-the-art facilities that inspire and support the pursuit of academic professional and athletic excellence.

8. Apply exemplary business and assessment practices that ensure the sound stewardship of all resources and result in continual process and program improvement.

9. Develop strategic relationships with alumni, friends and national institutions of influence that contribute to the Naval Academy's success and America's security and prosperity.

10. Maintain institutional flexibility and achieve a margin of excellence by working collaboratively with the Naval Academy Foundation to emphasize the strategic importance of unrestricted and restricted gifts and prudently steward these essential resources.

Slide 3

AEB Assessment 2012

- Directed by Superintendent via SLT
  - Phase I: Projects Related to Outreach, Recruitment, and Preparation
  - Phase II: Projects Related to the 47-Month USNA Program
  - Phase III: Post-Commissioning Projects
    - **Fleet/Schoolhouse Feedback Study**
    - (b) (5)

Slide 4

AEB Phase III Charter (Post-Commissioning Projects)

- Fleet/Schoolhouse Feedback study
  - "Assess USNA graduates performance from follow-on warfare commands, develop a data gathering process for determining relative success of USNA graduates. Collect and evaluate attributes desired by follow on commands. "

- Study sought to answer two primary questions
  1) How do USNA graduates perform at the initial schoolhouses?
  2) How do they perform relative to those from other commissioning sources?

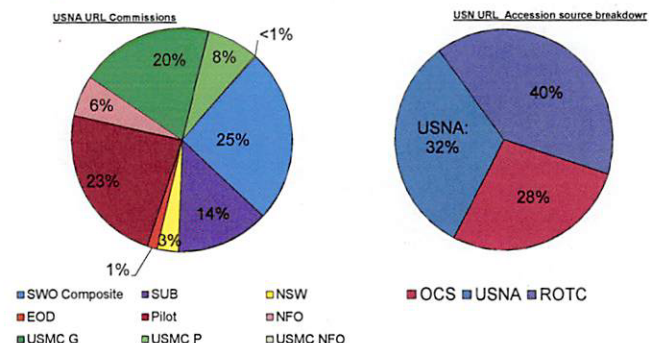## Slide 5

Post-Commissioning Assessment Process

- Team
  - Officer Accessions Staff, supported by IR for data analysis
- Superintendent initiated data request from initial service schools (CNATRA, SWOS, NPS, TBS)
- Information limited to what schools tracked
  - Graduation rates, standing in class, etc
- Over 31,000 records reviewed from CNATRA, TBS and NPS
  - SWOS data not used

Slide 6

Survey Background Data from 2001-2011

USNA URL Commissions: SWO Composite 25%, SUB 14%, NSW 3%, EOD 1%, Pilot 23%, NFO 6%, USMC G 20%, USMC P 8%, USMC NFO <1%

USN URL Accession source breakdown: OCS 28%, USNA: 32%, ROTC 40%
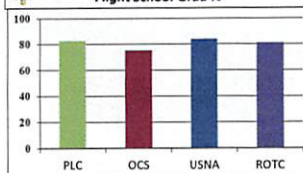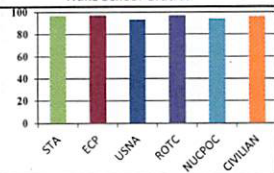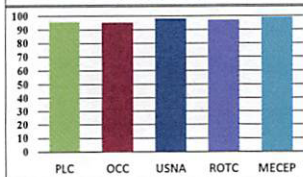
Study Impressions

Flight School Grad %

Nuke School Grad %

USMC TBS Grad %

- Data validates that there are only small differences between the performance of newly commissioned officers regardless of the commissioning source
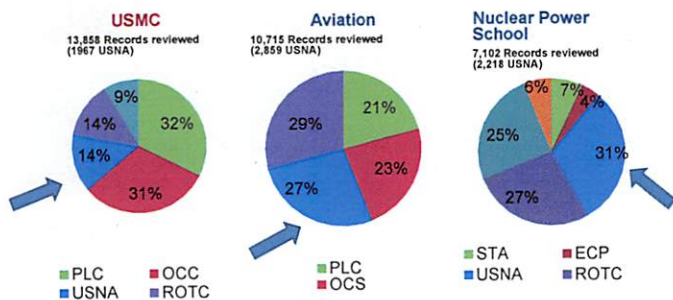- USNA Grads are performing on par or above peers from other commissioning sources

7

Backups

Commissioning Source Comparison
USNA Contributions (%)

USMC
13,858 Records reviewed
(1967 USNA)

Aviation
10,715 Records reviewed
(2,859 USNA)

Nuclear Power School
7,102 Records reviewed
(2,218 USNA)

USMC pie: 9%, 32%, 31%, 14%, 14%

Aviation pie: 21%, 23%, 27%, 29%

Nuclear Power School pie: 6%, 7%, 4%, 31%, 27%, 25%

USMC legend:
- PLC
- OCC
- USNA
- ROTC

Aviation legend:
- PLC
- OCS

Nuclear Power School legend:
- STA
- ECP
- USNA
- ROTC

13

The Basic School (TBS)
Commissioning Source Performance
Graduation Rate (%)

Bar chart categories: PLC, OCC, USNA, ROTC, MECEP

There is no practical difference in TBS graduation rate among accession sources

14

TBS Performance by Quartile and Commissioning Source(%)

	PLC	OCC	USNA	ROTC	MECEP
Bottom 25%	27	33	17	20	13
26-50%	27	26	26	23	18
51-75%	25	23	27	28	23
Top 25%	21	18	30	29	47
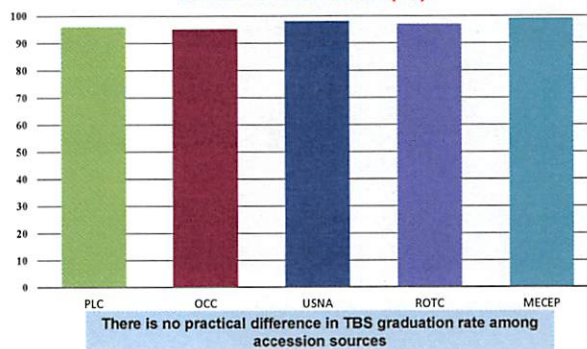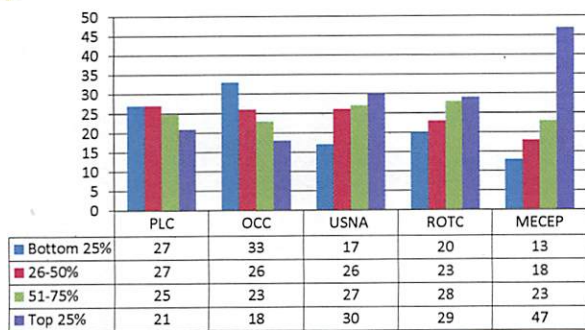
USNA graduates are performing at or above the level of their peers from similar accession sources.

15

Flight School
Commissioning Source Performance
Overall Graduation Rate (%)

Bar chart categories: PLC, OCS, USNA, ROTC

There is no practical difference overall graduation rate among accession sources

16

Primary Phase Flight Performance by Quartile and Commissioning Source(%)
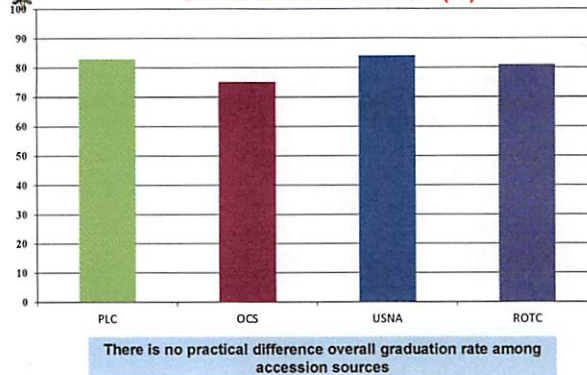
	PLC	OCS	USNA	ROTC
Bottom 25%	27	27	21	26
26-50%	27	23	25	27
51-75%	24	23	28	26
Top 25%	22	27	25	22
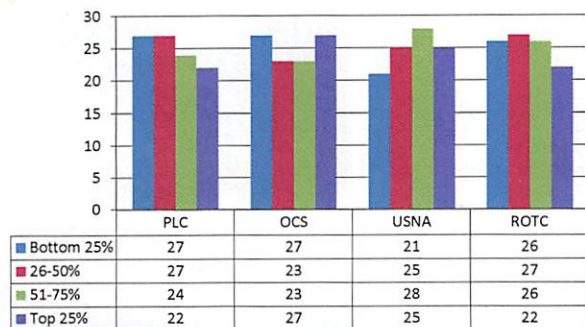
USNA graduates are performing at or above the level of their peers from similar accession sources in Primary Phase Flight scores.

17

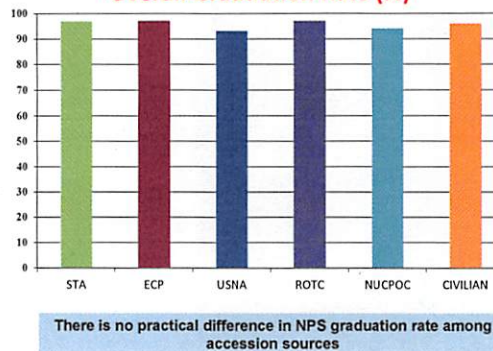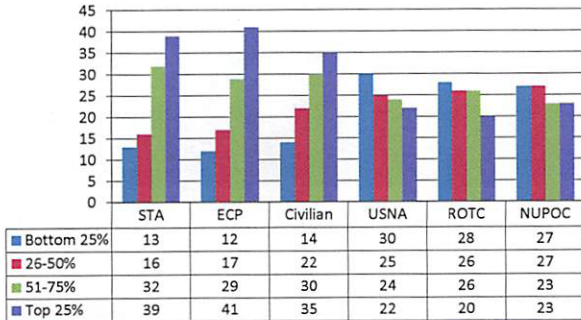## Nuclear Power School
Commissioning Source Performance
Overall Graduation Rate (%)

Bar chart categories: STA, ECP, USNA, ROTC, NUCPOC, CIVILIAN

There is no practical difference in NPS graduation rate among accession sources

18

NPS Performance by Graduation Quartile by Commissioning Source(%)

	STA	ECP	Civilian	USNA	ROTC	NUPOC
Bottom 25%	13	12	14	30	28	27
26-50%	16	17	22	25	26	27
51-75%	32	29	30	24	26	23
Top 25%	39	41	35	22	20	23

USNA, ROTC, NUPOC make up 82% of the students at NPS. USNA is the only source providing a significant number of non-STEM majors

19

2011 SWO Postgraduate Study Survey Purpose and Methodology

<u>Purpose:</u> To evaluate the performance of SWO graduates in the Fleet while providing feedback and recommendations to improve USNA training and accessions programs. This study is in two parts:

- Demographic Data from USNA
  - Demographic data pulled from MIDS database and local data records
  - SWO Order of Merit, 1/C Summer Training cruise utilization and SWO preferences were also researched.

- Survey data from 56 fleet Commanding Officers
  - Survey methodology approved by Navy Survey Approval Authority per OPNAV 5300.8C.
  - 112 Commanding Officers of ships that had Ensigns from USNA Class of 2011 received an email requesting their voluntary participation in this internet based survey.
  - Survey consisted of 26 questions that assessed USNA Ensigns compared Ensigns from other commissioning sources and based on the expectations of the Commanding Officer.

20

Guidance to USNA

DODD 1322.22 (Service Academies)

The purpose of the academies is, as follows:
- **4.1.1. To provide an annual influx of career-motivated officers and future leaders into each Service.** Those officers shall be **immersed in the traditions and professional values essential to the institutional character of the U.S. Armed Forces.**

- 4.1.2. The annual accession of a substantial number of officers who have experienced an intensive professional military environment during the achievement of a 4-year college education is a **key to maintaining institutional values essential to the military structure.** The accession of those officers generates positive peer influence to convey these traditions and values, stimulating the entire force. That serves to sustain professional attitudes, values, and beliefs essential to the long-term readiness of the Armed Forces.

OPNAVINST 5430.330A (USNA Missions, Functions, Tasks)

- **Provide and conduct an educational program** suitable for producing a graduating class with academic backgrounds **commensurate with the needs of the Naval Service**
- **Provide Naval science classroom exercises and practical academic** year and summer training to be learned through training afloat.
- **Develop junior officers who possess the leadership, character and strong sense of duty** needed to excel in the Navy and Marine Corps who will serve their country with **honor, courage and commitment**.
- **Graduate leaders who are prepared and educated to serve in combat as standard bearers of the Naval profession** in service to their nation.
- Provide timely development and revision of curricula for all courses of instruction, for the development of new courses of instruction to support the USNA mission, and **for the current and future needs of the Naval Service.**
- **Encourage candidates with a strong interest in science, engineering, technology and math disciplines** to apply for admission to the USNA.
- **Commission officers to meet the recruiting goals established by annually mandated CNO (NI)** with no less than 95 percent of those midshipmen being appointed in the Navy as unrestricted line officers .

21

(b) (5)

Survey evaluates effectiveness of USNA along the following…

2020 Vision: To be the nation's premier institution for developing future naval leaders from diverse backgrounds to serve in an increasingly interdependent and dynamic world.

Strategic Imperatives

1. Recruit, admit and graduate a diverse and talented Brigade of Midshipmen.

2. Graduate officers whose attributes and educational and experiential preparation meet the Navy and Marine Corps' current and future requirements.

4. Align all midshipmen's moral, mental, and physical core experiences to prepare them for future service in any naval warfare community.

5. Integrate ethical leadership and character development efforts across all academic, professional, athletic and extracurricular programs.

Mission Areas
- Moral
- Mental
- Physical

External Guidance

DODD 1322.22 (Service Academies)
4.1.1. Provide an annual influx of career-motivated officers and future leaders into each Service…..immersed in the traditions and professional values essential to the institutional character of the U.S. Armed Forces.

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Graduate leaders who are prepared and educated to serve in combat as standard bearers of the Naval profession in service to their nation.

Provide timely development and revision of curricula ….. for the current and future needs of the Naval Service.

23

(b) (5)

Academy Effectiveness Board
USNA Post-Commissioning Committee

Fleet Performance – Surface Warfare
Postgraduate Study
USNA Class of 2011

Pre-Decisional Working Document
November 2012

1

2011 SWO Postgraduate Study Survey
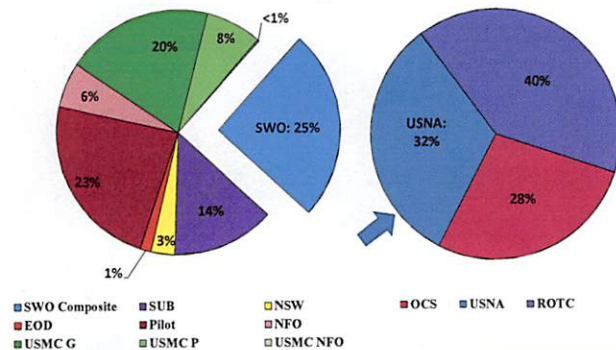# Purpose and Methodology

Purpose: To evaluate the performance of SWO graduates in the Fleet while providing feedback and recommendations to improve USNA training and accessions programs. This study is in two parts:

- Demographic Data from USNA
  - Demographic data pulled from MIDS database and local data records
  - Ethnicity, Gender, and Academic Majors were investigated as demographic background for those assigned as Surface Warfare Officers at graduation.
  - SWO Order of Merit, 1/C Summer Training cruise utilization and SWO preferences were also researched.

- Survey data from 56 fleet Commanding Officers
  - Survey methodology approved by Navy Survey Approval Authority per OPNAV 5300.8C.
  - 112 Commanding Officers of ships that had Ensigns from USNA Class of 2011 received an email requesting their voluntary participation in this internet based survey.
  - Survey consisted of 26 questions that assessed USNA Ensigns compared Ensigns from other commissioning sources and based on the expectations of the Commanding Officer.

2

Background

Legend: ■ SWO Composite ■ SUB ■ NSW ■ EOD ■ Pilot ■ NFO ■ USMC G ■ USMC P ■ USMC NFO ■ OCS ■ USNA ■ ROTC

Historically, of all communities, the largest number of USNA grads are assigned Surface Warfare each year.

USNA consistently provides 1/3 of Navy's accessions into the SWO community (all varieties) as represented above.

3

USNA SWO Demographics

Ethnicity
% of All SWOs

Other URL areas –
Minority grads:
SUBS: 18%
EOD: 17%
USMC: 14%
NSW: 14%
Pilot/NFO: 9%

	Asian	Black	Hispanic	Other	White
2001-11	3	9	10	5	73
2011	2	5	14	10	69
Survey	3	3	13	8	72

SWO has the highest percentage (27%) of minority graduates of any URL community.

Academic Major
% of All SWOs

Other URL areas –
Group III grads:
USMC: 48%
NSW: 47%
EOD: 41%
Pilot/NFO: 36%
SUBS: 21%

	I	II	III
2001-11	23	25	52
2011	19	30	51
Survey	21	29	51

SWOs have the highest percentage (~50%) of USNA Group III Majors of any community.

4

USNA SWO _Gender_ Demographics

% of All SWOs

Other URL areas -
Female grads:
Pilot/NFO: 14%
USMC: 14%
SUBS: 8% (since 2010)
EOD: 8%

	Female	Male
2001-11	31	69
2011	33	67
Survey		

% of SWO Subset (2001-2011)

	Female	Male
SWO	28	72
SWO(N)	41	59
SWO-Opt	48	52

SWOs have a higher percentage of women from USNA (31%) than any other URL community.
Note, women SWO grads are most heavily represented in the SWO-Option subset (path to lateral transfer to a Restricted Line community).

5
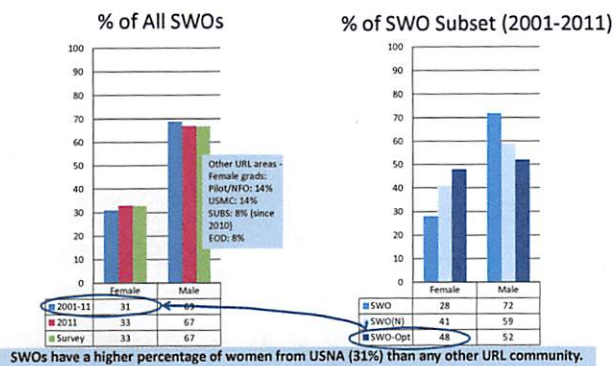
Demographics
Order of Merit for Classes of 2011 and 2012

Average OOM by Assignment

Graduates with a higher OOM typically are challenged academically. JO practicum may not be fully effective for these students as they may have to balance the course with other academic priorities.

Note: USNA Classes of '11 and '12 are representative of USNA accessions as a whole for the past several years.

	EOD	SUBS	SWO(N)	NSW	USMC NFO	SWO-Opt	USMC P	Navy Pilot	USMC G	Navy NFO	SWO
2011	274	271	319	329	409	491	458	509	547	747	720
2012	242	266	336	436	429	463	537	499	582	804	812

Historically, SWO and NFO assignments are drawn heavily from the bottom of each class

6

Service Assigned SWO – Preference Matching

% of Assigned with Surface Warfare as Top Preference

All SWO types: SWO, SWO (N), SWO-Options

SWO preference minus "SWO Options"

	USNA 01	USNA 02	USNA 03	USNA 04	USNA 05	USNA 06	USNA 07	USNA 08	USNA 09	USNA 10	USNA 11	USNA 12
SWO	78%	72%	74%	76%	75%	63%	71%	76%	62%	42%	45%	46%
SWO Composite	85%	76%	83%	86%	80%	70%	79%	84%	72%	71%	67%	70%
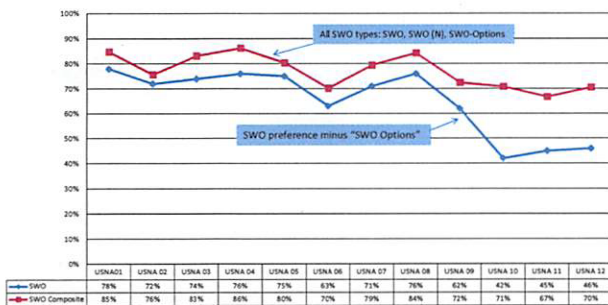
Over time, more Mids looked favorably on "SWO-Options", as a primary service assignment. SWO-Option grads will impact the community by later laterally transferring after initial assignment

7

Survey Results Part I
(Comparative Traits)

USNA Graduates higher than non-USNA peers in core bridge skills

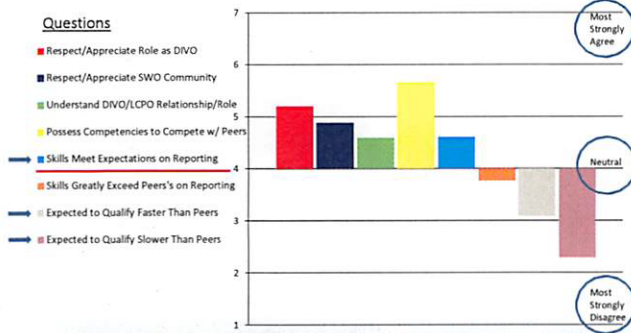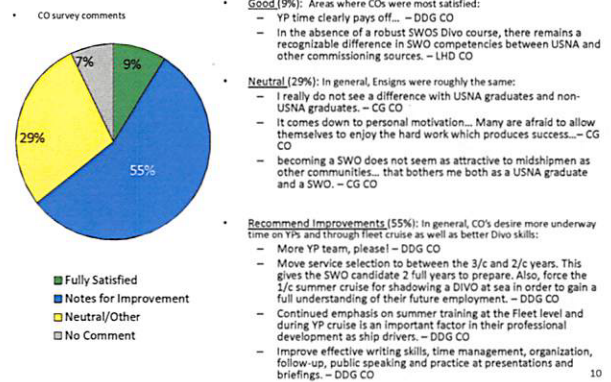|	LEADERSHIP	COMMUNICATION	CRITICAL THINKING	SHIPHANDLING/ STANDARD COMMANDS	BASIC SEAMANSHIP	BASIC NAVIGATION	WATCHSTANDER PERFORMANCE	DIVISION OFFICER MANAGEMENT
USNA	4.8	4.9	4.5	4.8	4.5	4.2	4.7	4.2
OTHER	4.6	4.7	4.4	4	3.9	3.7	4.5	4.1

USNA graduates were rated above ROTC & OCS peers most significantly in areas covered onboard YPs, which are USNA specific and an opportunity for further capitalization

8

Survey Results Part II
(Descriptive, USNA Only)

Questions

- Respect/Appreciate Role as DIVO
- Respect/Appreciate SWO Community
- Understand DIVO/LCPO Relationship/Role
- Possess Competencies to Compete w/ Peers
- Skills Meet Expectations on Reporting
- Skills Greatly Exceed Peers's on Reporting
- Expected to Qualify Faster Than Peers
- Expected to Qualify Slower Than Peers

Most Strongly Agree

Neutral

Most Strongly Disagree

USNA Graduates generally meet CO's expectations, and are viewed as competitive with peers; However, they are not expected to qualify faster or slower than ROTC & OCS peers.

Survey Results Part III
CO's Comments (56 Responding COs)

- CO survey comments

- Fully Satisfied
- Notes for Improvement
- Neutral/Other
- No Comment

- Good (9%): Areas where COs were most satisfied:
  - YP time clearly pays off... – DDG CO
  - In the absence of a robust SWOS Divo course, there remains a recognizable difference in SWO competencies between USNA and other commissioning sources. – LHD CO

- Neutral (29%): In general, Ensigns were roughly the same:
  - I really do not see a difference with USNA graduates and non-USNA graduates. – CG CO
  - It comes down to personal motivation... Many are afraid to allow themselves to enjoy the hard work which produces success... – CG CO
  - becoming a SWO does not seem as attractive to midshipmen as other communities... that bothers me both as a USNA graduate and a SWO. – CG CO

- Recommend Improvements (55%): In general, CO's desire more underway time on YPs and through fleet cruise as well as better Divo skills:
  - More YP team, please! – DDG CO
  - Move service selection to between the 3/c and 2/c years. This gives the SWO candidate 2 full years to prepare. Also, force the 1/c summer cruise for shadowing a DIVO at sea in order to gain a full understanding of their future employment. – DDG CO
  - Continued emphasis on summer training at the Fleet level and during YP cruise is an important factor in their professional development as ship drivers. – DDG CO
  - Improve effective writing skills, time management, organization, follow-up, public speaking and practice at presentations and briefings. – DDG CO
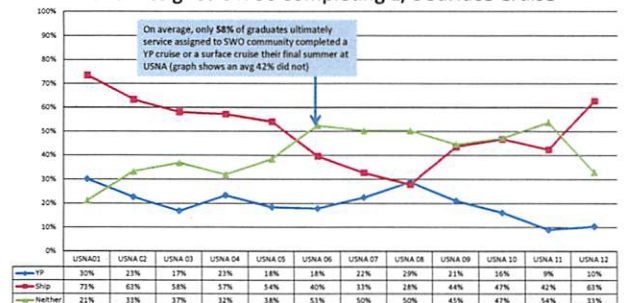
10

General Study Impressions

- Fleet COs rate USNA grads above peers in demonstrated bridge skills.

- Most COs state there is little difference in overall performance regardless of accession source and they do not expect USNA grads to qualify either fast or slower than ROTC or OCS grads

- In general, poor OOM is not a burden as USNA SWO grads perform at acceptable levels in the fleet

- The majority of Fleet CO's indicate there is room for improvement in the quality of USNA SWO grads (58%). YP & Fleet U/W time at sea as well as Divo skills are valued

- Mids will continue to select the SWO community as there 1st choice assignment at level below (~70%) what is the established goal.

- SWO Options are attractive choices that draw talent away from long term service in the Surface Warfare community

(b) (5)

Service Assigned SWO

% of Assigned SWOs Completing 1/C Surface Cruise

On average, only 58% of graduates ultimately service assigned to SWO community completed a YP cruise or a surface cruise their final summer at USNA (graph shows an avg 42% did not)

	USNA01	USNA C2	USNA 03	USNA 04	USNA 05	USNA 06	USNA 07	USNA 08	USNA 09	USNA 10	USNA 11	USNA 12
YP	30%	23%	17%	23%	18%	18%	22%	29%	21%	16%	9%	10%
Ship	73%	63%	58%	57%	54%	40%	33%	28%	44%	47%	42%	63%
Neither	21%	33%	37%	32%	38%	53%	50%	45%	47%	54%	53%	33%

Midshipmen meet 1/C Fleet cruise requirements but current model allows future Surface Officers to service assign SWO without completing a 1/C Summer Cruise on a YP or surface ship (42%).
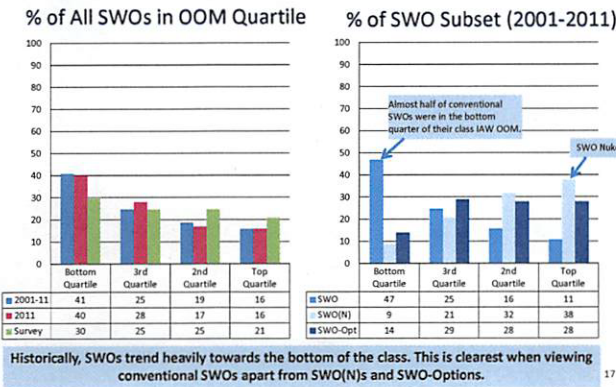
(b) (5)

Questions?

14

BACKUP SLIDES

15

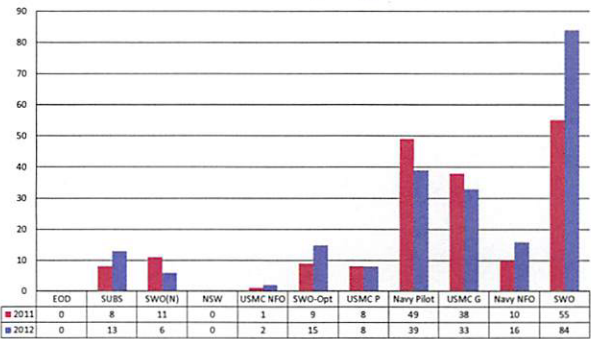## *Background: Considerations and Limitations*

- Other URL communities assessed based on "schoolhouse" performance. A fleet "survey" was conducted to assess SWO accessions because:
  - Initial surface accessions training was stopped in 2002.
  - Limited schoolhouse training occurred after 1 to 2 years of sea duty, making schoolhouse performance more reflective of ship than commissioning source.
  - Assessing performance through COs offered an opportunity to assess actual fleet performance as viewed by the Reporting Senior.
- Survey based on "subjective" assessments by COs of YG11 Ensigns only:
  - Comparative data rated Ensigns by source in core competencies performance
  - Descriptive data rated USNA Ensigns only (as a group) on whether COs felt they agreed or disagreed they possessed certain professional attributes.
  - Non-USNA SWOs were rated in aggregate so no specific conclusions could be drawn as to how ROTC or OCS compared to USNA individually.
  - Names of USNA Ensigns were solicited, but by-name ranking not permitted.
  - Responses do not differentiate between SWO, SWO(N), and SWO-Options.

NOTE: COs were also queried as to their own commissioning source. CO's commissioning source was determined to have no statistically significant effect on their evaluations.
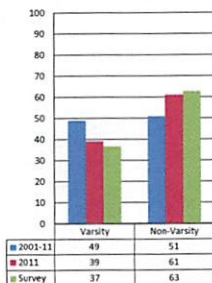
16

USNA SWO OOM Demographics

% of All SWOs in OOM Quartile

	Bottom Quartile	3rd Quartile	2nd Quartile	Top Quartile
2001-11	41	25	19	16
2011	40	28	17	16
Survey	30	25	25	21

% of SWO Subset (2001-2011)

Almost half of conventional SWOs were in the bottom quarter of their class IAW OOM.

SWO Nukes

	Bottom Quartile	3rd Quartile	2nd Quartile	Top Quartile
SWO	47	25	16	11
SWO(N)	9	21	32	38
SWO-Opt	14	29	28	28

Historically, SWOs trend heavily towards the bottom of the class. This is clearest when viewing conventional SWOs apart from SWO(N)s and SWO-Options.

17

Background
Classes of 2011 and 2012

Women SWOs by Assignment

	EOD	SUBS	SWO(N)	NSW	USMC NFO	SWO-Opt	USMC P	Navy Pilot	USMC G	Navy NFO	SWO
2011	0	8	11	0	0	9	8	49	38	10	55
2012	0	13	6	0	2	15	8	39	33	16	84

18

USNA SWO Demographics
Classes of '01 thru '11

Varsity Athletics

	Varsity	Non-Varsity
2001-11	49	51
2011	39	61
Survey	37	63

Varsity Athletics

	Varsity	Non-Varsity
SWO	51	49
SWO(N)	39	61
SWO-O	39	61
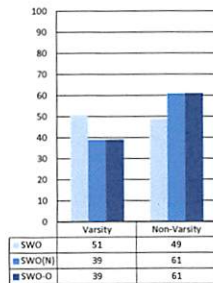
19

USNA SWO Ethnicity Demographics

% of All SWOs

Other URL areas:
Minority grads:
SUBS: 18%
EOD: 17%
USMC: 14%
NSW: 14%
Pilot/NFO: 9%

	Asian	Black	Hispanic	Other	White
2001-11	3	9	10	5	73
2011	2	5	14	10	69
Survey	3	3	13	8	72

% of SWO Subset (2001-2011)

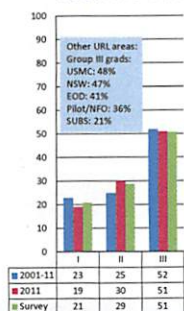|	Asian	Black	Hispanic	Other	White
SWO	3	10	10	5	72
SWO(N)	5	5	7	5	78
SWO-Opt	5	3	4	1	87
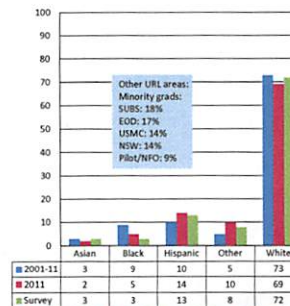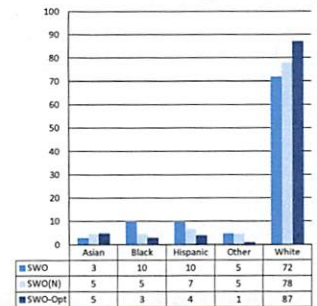
SWOs have the highest percentage (27%) of USNA minority graduates of any other community. The disparity is most pronounced in the conventional SWO subset. Navy wide, 20.3% of officers in the grades of O1-O3 were minorities according to the DOD 2010 Demographics Report. 20
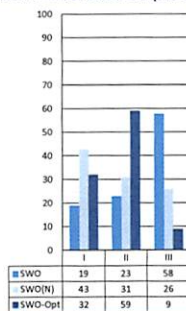
Background
USNA SWO Academic Major Demographics

% of All SWOs

Other URL areas:
Group III grads:
USMC: 48%
NSW: 47%
EOD: 41%
Pilot/NFO: 36%
SUBS: 21%

	I	II	III
2001-11	23	25	52
2011	19	30	51
Survey	21	29	51

% of SWO Subset (2001-2011)

|	I	II	III
SWO	19	23	58
SWO(N)	43	31	26
SWO-Opt	32	59	9

SWOs have the highest percentage (~50%) of USNA Group III Majors of any other community. This is most pronounced in the conventional subset where well over half are Group III Majors. 21

Survey Results Part III
CO's Comments (31 CO's Recommending Improvements)
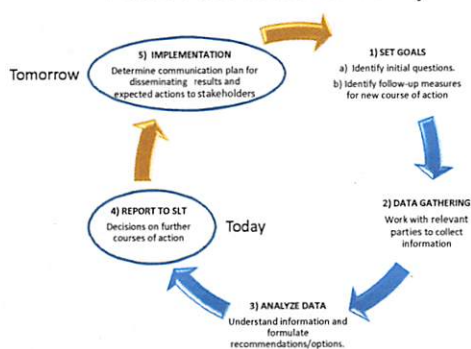
- Professional Mariner Skills
  - MOBOARDS
  - Shiphandling/Standard Commands
  - Seamanship
  - Navigation
  - Watchstanding
  - Rules of the Road
  - Basic Damage Control
- General Officer Skills
  - Leadership
  - Communication
  - Critical Thinking
- SWO DIVO at Sea Specific Skills
  - Division Officer Admin
  - Division Officer Management
  - Technical Knowledge
  - Appreciation of Role as DIVO
  - Appreciation of SWO Community
- USNA Programs
  - Yard Patrol Craft (uniformly positive)
  - Practicum or post-selection SWO Prep
  - Summer Training

	# of COs with Comments
Mariner Skills	15
General Officer	10
Divo at Sea	21
USNA Programs	10
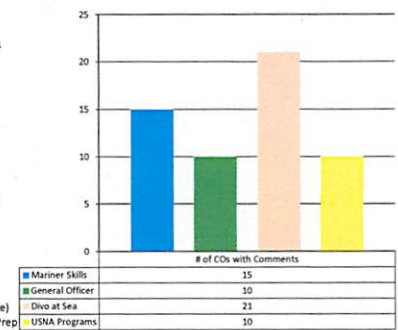
NOTE: Represents the number of COs (of the 31 recommending improvements) with at least one comment in a given category. Some COs commented in multiple categories. 22
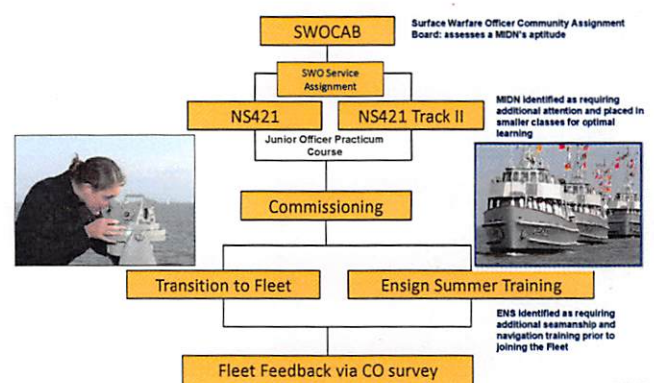
AEB Assessment Cycle

Tomorrow

Today

5) IMPLEMENTATION
Determine communication plan for disseminating results and expected actions to stakeholders

1) SET GOALS
a) Identify initial questions.
b) Identify follow-up measures for new course of action

4) REPORT TO SLT
Decisions on further courses of action

2) DATA GATHERING
Work with relevant parties to collect information

3) ANALYZE DATA
Understand information and formulate recommendations/options.

23

USNA Surface Warfare Officer Training

SWOCAB — Surface Warfare Officer Community Assignment Board: assesses a MIDN's aptitude

SWO Service Assignment

NS421 | NS421 Track II

Junior Officer Practicum Course

MIDN identified as requiring additional attention and placed in smaller classes for optimal learning

Commissioning

Transition to Fleet | Ensign Summer Training

ENS identified as requiring additional seamanship and navigation training prior to joining the Fleet

Fleet Feedback via CO survey

(b) (5)

(b) (5)

SELECTED CO COMMENTS

EST PARTICIPANTS

DDG CO- *I have found that most USNA graduates outpace their NROTC and OCS counterparts in terms of early competency (arrival on board through SWO qual), but following SWO qual things balance out pretty evenly.* USNA graduates appear to be more confident at an early level, but do not have any specific strengths with regard to officer-enlisted interaction, most notably with their assigned LCPO.

LPD CO- On the whole the ENS joining the fleet are eager and hungry to learn. They do find some difficulty in managing Division Officer work with watchstanding routine. This is usually worked out in the first 4 - 6 months. *For the most part they are knowledgeable with their standard commands, but they do lack Rules of The Road competencies.*